Georgetowne Middle School
Sixth Grade Curriculum Map for the English Language Arts Common Core Standards

Reading for Literature

Content	Essential Skills
1. Making Inferences; Textual Evidence (RL. 6.1)	1.a. Recognize inferences made in a text
	1.b. Analyze text to cite textual evidence which is explicitly stated
	1.c. Analyze text to infer
2. Theme & Summarizing (RL.6.2)	2.a. Define theme and understand the central idea of a text
	2.b. Identify supporting details of the main idea or theme of a text
	2.c. Summarize a text based on facts
	2.e. Analyze supporting details used to determine theme or central idea
	2.f. Distinguish between textual facts and opinions
	2.g. Formulate a summary based on facts from the text
3. Story Elements (RL. 6.3)	3.a. Identify a series of episodes (i.e. exposition, rising action, climax, falling action, and resolution) within a story
	3.b. Identify character types and traits
	3.c. Describe how plot unfolds in a series of episodes
	3.d. Explain how character(s) respond or change over the course of a story or drama
4. Vocabulary Development (RL.6.4)	4.a. Identify and interpret the meaning of words and phrases including: figurative v. literal and connotative v. denotative
	4.b. Identify the tone in a text
	4.c. Analyze the impact of word choice on meaning
	4.d. Analyze the impact of word choice on tone
5. Text Structure (RL. 6.5)	5.a. Determine the various structures of a literary text and identify the theme, plot, setting, and conflict
	5.b. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text
	5.c. Analyze how each part (i.e. sentence, chapter, scene, or stanza contributes to the development of theme, setting, or plot
6. Point of View (RL.6.6)	6.a. Recognize strategies authors use to develop point of view (e.g. revealing character's thoughts and actions, dialogue, what other characters say or think about that character
	6.b. Cite details or examples in a text where the author develops the point of view of various characters or narrators
	6.c. Compare and contrast points of view of different characters or narrators
	6.d. Analyze how the author develops points of view of different characters of the narrators
	6.e. Analyze how the author develops different points of view in a single text
7. Compare and Contrast (RL.6.7)	7.a. Define compare and contrast
	7.b. Recognize multiple text formats: audio, video, and live version
	7.c. Determine the similarities of the experience of reading a story, drama, and poem to listening to or viewing the audio, video, or live version of the text
	7.d. Determine the differences of the experience of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the text

Content	Essential Skills	
	7.e. Contrast what is seen/heard in a text when reading, watching, or listening	
8. Not Applicable to Literature (RL.6.8)		
9. Genres (RL.6.9)	9.a. Identify the characteristics of different genres (e.g. stories, poems, historical novels, poems, fantasy stories)	
	9.b. Identify the theme in two or more genres (e.g. stories, poems, historical novels, fantasy stories)	
	9.c. Identify the topic in two or more genres (e.g. stories, poems, historical novels,, fantasy stories)	
	9.d. Compare and contrast how two or more stories of the same genre approach a similar theme and topic	
10. Text Complexity (RL.6.10)	10.a. Identify/understand in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity as seen in standards 1-9 with scaffolding as needed	
	10.b. Comprehend independently in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity as seen in standards 1-9 with scaffolding as needed	

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Reading for Information

Content	Essential Skills	
1. Making Inferences; Textual Evidence (RI. 6.1)	1.a. Locate textual evidence that supports what the text says	
	1.b. Recognize textual evidence that supports inferences drawn from the text	
	1.c. Determine the evidence that supports the explicit analysis of the text	
	1.d. Cite examples of textual evidence that supports inferences drawn from the text	
2. Main Ideas; Supporting Details (RI. 6.2)	2.a. Identify main idea of a text and supporting details of a text	
	2.b. Define and understand the influence of personal opinion and judgment when reading a text	
	2.c. Analyze text to determine the main idea and supporting details	
	2.d. Recognize particular ideas used to support the main idea of a text	
	2.e. Provide a non-biased summary based on the text	
3. Main ideas (key ideas) (RI.6.3)	3.a. Identify key ideas about individuals, events, and ideas stated in a text	
	3.b. Define anecdote	
	3.c. Analyze how key individuals, events, and ideas in a text are introduced, illustrated, and elaborated	
	3.d. Analyze evidence in a text to support key idea	
4. Vocabulary Development (RI.6.4)	4.a. Identify and determine the meaning of words and phrases, figurative words and phrases, connotative words and phrases, and technical words and phrases in a text	
	4.b. Determine meaning of words and phrases including the figurative, connotative, and technical meaning of words and phrases as they are used in a text	
5. Text Structure (RI. 6.5)	5.a. Determine text structure: chronology, comparison, cause/effect, and problem/solution	
	5.b. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and the overall development of the ideas	
6. Point of View (RI.6.6)	6.a. Determine the author's point of view or purpose of a text	

	6.b. Identify details or examples in a text where the author develops the point of view or purpose of the text	
	6.c. Explain how the author conveys his/her point of view throughout the text	
7. Text Structure (RI. 6.7)	7.a. Recognize how to access information from different media and formats	
	7.b. Identify the topic and issue	
	7.c. Integrate information taken from various media, formats, or text	
	7.d. Demonstrate coherent understanding of the topic or issue using information from various media/formats	
8. Main Ideas/Supporting Details (RI.6.8)	8.a Define an argument and a claim	
	8.b. Identify the argument in a text	
	8.c. Identify reasons and evidence in the text	
	8.d. Trace the argument and specific claims in a text	
	8.e. Distinguish between supported and unsupported claims	
	8.f. Evaluate the argument and its specific claims in a text	
9. Compare and Contrast (RI.6.9)	9.a. Identify events common to both texts	
	9.b. Identify an author's presentation of events	
	9.c. Compare and contrast the common events in texts written by different authors (e.g., a memoir written by and a biography on the same person)	
10. Text Complexity (RI.6.10)	10.a. Identify/understand in an informational text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity as seen in standards 1-9 with scaffolding as necessary	
	10.b. Comprehend independently in an informational text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity as seen in standards 1-9 with scaffolding as necessary	

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Writing

Content	Essential Skills	
1. Opinion/Argument Writing Development/Organization Style (W.6.1)	1.a. Identify credible sources	
	1.b. Recognize words, phrases, and clauses that show relationships among claims and reasons	
	1.c. Determine how to introduce claims	
	1.d. Organize reasons and evidence clearly	
	1.e. Formulate support for claims with clear reasons and relevant evidence	
	1.f. Evaluate credibility of sources used and relevance of the evidence	
	1.g. Recognize claims, relevance, and evidence	
	1.h. Identify and define formal style	
	1.i. Explain the argument presented	
	1.j. Demonstrate an understanding of the topic or text	
	1.k. Clarify relationships among claims and reasons	

	1.l. Establish and maintain a formal style	
	1.m. Plan an approptriate concluding statement that follows from the argument presented	
	1.n. Write an argument to support claims, including: an introduction to claim(s), clear organization of reasons and evidence, claims supported by clear reasons and relevant evidence, credible sources, a clear understanding of the topic or text under investigation, words, phrases, and clauses that clarify relationships among claim(s) and reasons, establishes and maintains a formal style, and a concluding statement or section that follows from the argument presented	
2. Informative/Explanatory Writing Development/Organization Style (W.6.2)	2.a. Identify formal styles of writing	
	2.b. Identify relevant facts, definitions, concrete details, quotations, and examples	
	2.c. Identify various transitions that clarify relationships among ideas and concepts	
	2.d. Identify precise language and domain-specific vocabulary related to the topic	
	2.e. Identify a concluding statement or section that follows from the information or explanation presented	
	2.f. Develop a topic with relevant facts, definitions, concrete details, quotations, other information, and examples	
	2.g. Determine when to include formatting, graphics, and multimedia to aid comprehension	
	2.h. Select various transitions that clarify relationships among ideas and concepts	
	2.i. Determine how to organize ideas, concepts, and information	
	2.j. Determine when to use various strategies such as definitions, classification, comparison/contrast, and cause/effect	
	2.k. Select precise language and domain-specific vocabulary to inform or explain the text	
	2.l. Determine a supportive concluding statement or section that follows from the information or explanation presented	
	2.m. Write informative/explanatory texts to: examine a topic, convey ideas, convey concepts, and convey information through text selection, organization, and analysis of relevant concept, introduce and develop a topic with relevant facts, definitions, concrete details, quotations, other information, and examples,organize ideas, concepts, and information using strategies such as definitions, classification, comparison/contrast, and cause/effect, use formatting, graphics, and multimedia when useful in aiding comprehension, use appropriate transitions to clarify the relationships among ideas and concepts, establish and maintain a formal style, use precise language and domain specific vocabulary to inform and explain the text, and provide a concluding statement or section that follows from the information or explanation presented	
3. Narrative Writing; Development/Organization Style (W.6.3)	3.a. Describe the characteristics and organization of a narrative	
	3.b. Describe a variety of ways authors engage readers	
	3.c. Identify how writers use transitional words, phrases, and clauses	
	3.d. Use a variety of techniques to engage the reader and establish context	
	3.e. Develop experiences, events, and/or characters using dialogue, pacing, and detailed descriptions	
	3.f. Critique a variety of transitions to convey sequence and signal shifts from one time frame or setting	
	3.g. Compare and contrast relevant and irrelevant details in developing experiences, events, and characters	
	3.h. Analyze effective organizational patterns and conclusions	
	3.i. Use precise words and phrases, relevant descriptive details, and sensory language to develop experiences and events	
	3.j. Write a narrative to develop real or imaginative experiences or events that: engage the reader and establishes a context, uses techniques such as dialogue and description to develop experiences, events, and characters, uses a variety of transitions to convey sequence and signal shifts, uses appropriate precise, descriptive sensory language, and leads to a conclusion	

4. Development/Organization Style (W.6.4)	4.a. Analyze the reason for writing a piece to decide on task, purpose, and audience	
	4.b. Determine suitable idea development strategies, organization, and style appropriate to task, purpose and audience	
	4.c. Produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose, and audience	
5. Writing Process (W. 6.5)	5.a. With some guidance and support from peers and adults, students recognize, develop, and strengthen their writing by planning, revising, editing, rewriting, and trying a new approach	
	5.b. Know how to edit for conventions of writing demonstrating (see Language standards 1-3 up to grade 6 on page 52)	
6. Using Technology (W. 6.6)	6.a. Produce and publish writing	
	6.b. Know how to download, save, upload, and attach documents	
	6.c. Select appropriate word processing tools	
	6.d. Select appropriate tools for communicating and collaborating	
	6.e. Use technology, including the internet, to produce and publish writing	
	6.f. Use keyboarding skills to type three or more pages in a single sitting	
7. Writing for Research (W.6.7)	7.a. Apply appropriate research and inquiry methods to conduct a research project	
	7.b. Apply multiple research resources to conduct short research projects	
	7.c. Determine sources to answer a research question	
	7.d. Narrow/Refocus the inquiry by selecting information from multiple sources which will support/justify the answer	
	7.e. Conduct steps for research to answer a question	
	7.f. Conduct a short research project to answer a question with appropriate information using a variety of sources	
8. Writing for Research/Citing Sources (W.6.8)	8.a. Recognize a credible source	
	8.b. Define plagiarism	
	8.c. Quote information from a source	
	8.d. Identify and provide basic bibliographic information for sources	
	8.e. Gather relevant information from print and digital sources	
	8.f. Paraphrase the data and conclusions of others	
	8.g. Access the credibility of each source	
	8.h. Determine when to credit sources to avoid plagiarism	
9. Writing about Literature; Writing for Research (W. 6.9)	9.a. Identify key ideas and details which provide evidence to support conclusions about the text accessed through research	
	9.b. Cite textual evidence to support analysis of what the text says explicitly	
	9.c. Draw evidence from key ideas and details as support for research	
	9.d. Analyze and reflect key ideas and details in a text as evidence to support understanding of the text	
10. Writing Process: Development/Organization Style (W.6.10)	10.a. Identify task, purpose, audience for various types of writing	
	10.b. Identify the organizational structures for various types of writing	
	10.c. Determine when to write for either extended or shorter time frames based upon task, purpose, and audience	
	10.d. Determine appropriate organizational structure to use for various types of writing dependent upon task, purpose, and audience	

	10.e. Write for various tasks, purposes, audiences over both extended and shorter time frames	

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Speaking and Listening

Content	Essential Skills	
1. Collaboration (SL. 6.1)	1.a. Identify key ideas from reading material	
	1.b. Identify components of a collaborative discussion and planning	
	1.c. Recognize multiple perspectives and opposing view points posed during discussions or presentations	
	1.d. Reflect on discussion topics using evidence from the text, issue, and/or topic	
	1.e. Define individual roles for particular discussions	
	1.f. Collaborate to set goals and deadlines	
	1.g. Evaluate implementation of collaborative discussions	
	1.h. Justify ideas and responses shared with evidence from topic or text	
	1.i. Paraphrase and reflect on multiple perspectives posed in discussions	
	1.j. Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 6 topics and texts	
	1.k. Follow agreed upon rules during discussion	
	1.l. Carry out assigned roles during discussion	
	1.m. Pose specific questions to clarify understanding and probe ideas presented	
	1.n. Respond to questions with detail, using evidence from the topic or text	
	1.o. Connect comments to the remarks of others	
	1.p. Express ideas clearly referencing evidence from the topic or text	
2. Media (SL.6.2)	2.a. Identify details and information that contribute to the topic, text, and issue under study of various media formats	
	2.b. Explain how information contributes to a topic, text, and issue under study	
	2.c. Interpret information presented in various media and formats (e.g. visually, quantitatively, orally)	
3. Point of View/Reasoning (SL.6.3)	3.a. Define and identify arguments, claims, reasons, and evidence	
	3.b. Distinguish between supported and unsupported claims	
	3.c. Delineate (outline) a speaker's argument and specific claims	
4. Presentation (SL.6.4)	4.a. Identify findings, claims, descriptions, facts, and details	
	4.b. Identify appropriate eye contact, adequate volume, and clear pronunciation	
	4.c. Determine logical sequence, pertinent descriptions, and facts and details that accentuate ideas or themes	
	4.d. Give oral presentation to present claims and findings sequencing ideas logically using pertinent descriptions, facts, and details to accentuate main ideas or themes	
	4.e. Use appropriate eye contact, adequate volume, and clear pronunciation	
5. Presentation; Media (SL.6.5)	5.a. Recognize multimedia components	

Content	Essential Skills	
	5.b. Clarify information	
	5.c. Determine what multimedia components graphics, images, music, and sound will best clarify information in presentations	
	5.d. Determine what visual displays will clarify information in presentations	
	5.e. Include technology with multiple components music, images, graphics, and sound in a presentation to clarify information	
	5.f. Incorporate visual displays in a presentation to clarify information	
6. Speech (SL.6.6)	6.a. Identify formal and informal settings	
	6.b. Describe the qualities of formal speech and informal speech	
	6.c. Distinguish between formal and informal speech	
	6.d. Determine if formal or informal speech is appropriate in the context of a given situation	
	6.e. Adapt speech to a given context or task when speaking	
	6.f. Demonstrate correct use of formal English when appropriate when speaking	

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Language

Content	Essential Skills	
1. Conventions (L.6.1)	1.a. Recognize and correct pronouns: pronoun case: subjective, objective, and possessive, intensive pronouns (myself, ourselves), vague pronouns (ones with unclear or ambiguous antecedents), shifts in pronoun number and person	
	1.b. Recognize variations from standard English	
	1.c. Identify and use strategies to improve expression in language	
	1.d. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking	
	1.e. Improve expression in language using strategies	
	1.f. Use intensive pronouns	
	1.g. Use correct pronoun number and person	
	1.h. Place pronouns in the proper case	
2. Conventions (L.6.2)	2.a. Apply correct capitalization, punctuation, and spelling when writing	
	2.b. Know punctuation rules for commas, parentheses, and dashes	
	2.c. Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements	
	2.d. Recall and apply spelling rules	
	2.e. Identify and correct misspelled words	
	2.f. Recognize conventions of language for writing, speaking, reading, and listening	
3. Functions of Language (L.6.3)	3.a. Recognize conventions of language for writing, speaking, reading, and listening	
	3.b. Recognize various sentence patterns, style, and tone	
	3.c. Apply knowledge of language and language conventions when writing, reading, and listening	

	3.d. Determines when to vary sentence patterns for meaning, reader/listener interest, and style	
	3.e. Knowledge of language and language conventions when speaking	
	3.f. Maintain consistency in style and tone while speaking and writing	
4. Vocabulary (L.6.4)	4.a. Identify common context clues in text (e.g., overall meaning of sentence or paragraph, a word's position in a sentence, and a word's function in a sentence)	
	4.b. Identify Greek and Latin affixes and roots	
	4.c. Recognize and use pronunciation symbols	
	4.d. Use common reference materials (e.g., dictionary, glossary, thesaurus) to find the meaning of a word	
	4.e. Consult print and digital reference materials to find the pronunciation of a word, clarify a word's precise meaning, and determine a word's part of speech	
	4.f. Determines or clarify the meaning of an unknown or multiple meaning word by using context as a clue to the overall meaning of a word or phrase and using Greek and Latin affixes and roots as clues to the meaning of a word	
	4.g. Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary	
	4.h. Choose flexibility from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase	
5. Vocabulary (L.6.5)	5.a. Interpret different types of figures of speech (e.g. personification)	
	5.b. Distinguish among the different types of word relationships (e.g., cause/effect, part/whole, and item/category)	
	5.c. Distinguish among the connotations of words with similar denotations	
	5.d. Analyze text to locate figures of speech and interpret meanings in context	
	5.e. Analyze the relationship between particular words (e.g., cause/effect, part/whole, and item/category) for clarity	
	5.f. Distinguish among the connotations of words with similar denotations	
6. Vocabulary (L.6.6)	6.a. Identify general academic and domain specific words and phrases that are grade appropriate	
	6.b. Gather vocabulary knowledge when considering words and phrases important to comprehension or expression	
	6.c. Make meaning and use words and phrases important to the comprehension of academic and domain specific words	
	6.d. Apply and use knowledge of vocabulary when considering words and phrases important to comprehension of expression	
	6.e. Select appropriate resources to aid in gathering vocabulary knowledge	